Content Validation and Modification of the AAUW Survey on Sexual Harassment in the Schools for Use With Juvenile Sexual Offenders

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CONTENT VALIDATION AND MODIFICATION OF THE AAUW SURVEY ON SEXUAL HARASSMENT IN THE SCHOOLS FOR USE WITH JUVENILE SEXUAL OFFENDERS

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Abstract

This project was conducted to validate the survey used by the American Association of University Women in the study of sexual harassment in the schools, for use in studying the behaviors of juvenile sexual offenders in schools. The original survey was modified to decrease bias in the questions and eliminate questions that did not pertain to information that may be significant for juvenile sexual offenders. The project solicited information from juvenile sexual offenders (n=9) and experts (n=6) in the field of juvenile sexual offending to validate and modify the survey to better look at juvenile sexual offender behaviors in schools. Juvenile sexual offenders and experts reviewed the survey, provided written responses to
questions about the survey, and participated in an open-ended interview with the researcher. Twenty percent of the survey was modified per review suggestions. Modifications were made in the area of how an adolescent who was participating in sexual harassment was feeling and motivators for those actions. Both the juvenile sexual offenders and experts validated the use of the survey as a tool to look at juvenile sexual offender behavior in the schools. Results are discussed, and recommendations for further study are noted.
Introduction

The term sexual offender can mean many things to many people. It may be the antecedent to a thought of “Jack the Ripper” or of the “dirty old man” who watches children in the park. In American society the term sexual offender also has a negative reaction that most people understand is attributable to the immorality of such actions. Across the globe different cultures accept different actions as appropriate or as offensive when it comes to sexual behavior. In the United States sexual contact between a nineteen-year-old male and sixteen-year-old female can be a cause for legal prosecution; whereas, as recent as fifteen years ago in many South and Central American cultures, a man that raped a woman would have been able to escape prosecution by marrying his victim. In some areas of Africa it is still common for a young girl to be circumcised, so that she will never have sexual pleasure (Whiting, 2002). These last two actions can seem unbelievable in the United States or other Western countries. The definition of sexual appropriateness between individuals does vary and is dependent on cultural
norms. A person in the United States may differ with those in other parts of the world in discussing what is a sexual offense. The United States is comprised of people from all over the world, and so within the United States the opinions of what constitutes a sexual offense may also be very different.

People of all ages, races, economic, and cultural backgrounds commit sexual offenses. Some people believe that juveniles, or those under the legal age of adulthood, cannot commit sexual offenses because they do not have the knowledge or intent to understand the seriousness of their actions. Other individuals believe children as young as five-years-old can be perpetrators of a sexual crime (Ryan & Lane, 1997). The situations of juveniles committing sexual offenses do exist. Not only does our society identify those juvenile sexual offenders (JSOs) but it also attempts to treat, punish, and reintroduce them into society. Programs across the nation to treat JSOs rose from 20 programs in the early 1980's to over 800 by 1998 (Becker, 1998). The state of Kentucky’s Administrative Office of the Courts reported that for the year 1997 there were 57 arrests of juveniles for “forced rape” and 204 arrests of juveniles for “sex offenses except rape and prostitution” (Commonwealth of KY, p. 49). There were also
5,590 juveniles in residential placement for "violent sexual assault" across the United States in 1997 according to the Office of Juvenile Justice as reported by Sickmund and Wan (1999).

A sexual offense is a criminal act, and the offender can be tried and punished in a court of law. Sexual harassment, on the other hand, is not a criminal act; however, a person that commits the act of sexual harassment can be held accountable through the civil court system. Usually, sexual harassment is looked upon as something that happens at a workplace, but it can happen in any situation when one person can influence another person. As with sexual offending, sexual harassment is thought to be more an adult problem. The American Association of University Women (AAUW) collected information on sexual harassment from American middle school and high school students in 1993 and 2001. This survey found that 81% of the students reported some type of sexual harassment in their school career, according to the definition used by the AAUW (AAUW, 2001). This information should not be ignored; it further reinforces the idea that not only are juveniles committing sexual offenses but acts of sexual harassment as well.

Both sexual harassment and sexual offending have the common base of inappropriate or unwanted sexual behavior.
Both adults and juveniles are committing the acts of sexual offending and sexual harassment. With the common base of inappropriate sexual behavior and the knowledge that juveniles are participating in both behaviors the following question arises: Is there a possible connection between juvenile sexual harassment and sexual offending in juveniles? Other questions of concern include areas such as: Is juvenile sexual harassment a beginning behavior or grooming behavior for juvenile sexual offenders? Does understanding the actions of juvenile sexual harassment (JSH) aid in the understanding of JSO behavior? The possible relationship between these behaviors has involved only minimal study. If a connection between these behaviors can be better identified or understood it may be beneficial to the study of one or both of these societal concerns. Identifying whether or not there is a relationship between juvenile sexual harassment and juvenile sexual offending may assist in understanding JSO behavior patterns. Information on patterns between juvenile sexual offending and juvenile sexual harassment may help to better understand the individual developmental behaviors of a JSO and may lead to the development of interventions and prevention approaches.
Literature Review

Sexual Harassment versus Sexual Offending in Juveniles

A review of the literature indicated that a connection between sexual offending behavior and sexual harassment behavior in juveniles has not been studied to any degree. No studies were found to provide a database on any possible connection between sexual offending and sexual harassment. Whether there is a connection between juvenile sexual offending and juvenile sexual harassment is unknown.

First, the definitions and prevalence of the two behaviors will be examined according to documented research.

Definition and prevalence of juvenile sexual harassment. Currently there are several federal, state and local statutes covering sexual harassment. Generally, sexual harassment of students is found to be a form of sexual discrimination under Title IX of the Education Amendments of 1972 (Cohan, Hergenrother, Johnson, Mandel, & Sawyer, 1996). The courts generally look to the Equal Employment Opportunity Commission (EEOC) guidelines for guidance in sexual harassment matters due to sexual harassment concerns starting in the workplace (Shoop &
Edwards, 1994). The EEOC has identified three forms of harassment and attempts to classify harassment into one of the three forms even though they often overlap. The first form of harassment would be quid pro quo, which in Latin means something for something. The second form is hostile educational environment and the third form is sexual favoritism. The following will provide a description of these three types.

Quid pro quo would be the label of an incident between individuals including juveniles when, for example, one student (the harasser) trades help on an assignment for sexual favors from another student. Or, if one student uses a perceived authority or friendship with a teacher to force an unwanted sexual encounter with another student or the first student will use his influence to negatively effect the second student. This authority may allow the first student to use his influence with the teacher as something to trade for a sexual favor.

The second form of sexual harassment is a hostile educational environment, which is often difficult for juveniles and adults to understand as detrimental. The considerations are that if the atmosphere created is "intimidating or offensive to a reasonable woman" and it occurs as a "consistent pattern of behavior" and is
“sufficiently pervasive and severe” then it fits into this category (Shoop & Edwards, 1994, p.17). An example of this type of harassment may include consistent sexual comments by one peer to another that are unwanted and disturbing.

The third form of sexual harassment is sexual favoritism. Between juveniles there would have to be some type of authority position that one juvenile would hold over his or her peers in order to give favoritism to another. An example may be that the president of a certain school club made decisions on what other students’ positions would be within that club. This position may afford the president the opportunity to use sexual favoritism for those who have given sexual favors.

The most quoted study on juvenile sexual harassment (JSH) was compiled by The American Association of University Women (AAUW) and is quoted by most articles discussing JSH. The AAUW conducted a survey that was completed in 1993 and is titled Hostile Hallways: The AAUW Survey on Sexual Harassment in America’s Schools. The survey consisted of 1,632 returned responses from individuals enrolled in public schools in grades 8-11 in 79 schools across the United States. The AAUW then reissued the survey in 2001 and obtained a return of 2,064 responses. One thousand five hundred and fifty-nine of
these surveys were administered in English classes and 505 were administered on-line. The student population was in the grades 8-11. Both surveys found that 81% of all students surveyed reported some type of JSH in their school career, according to the AAUW’s definition of sexual harassment. They found that the modal age of at which the harassment starts is grade seven for both males and females, but one-third of the victims of sexual harassment reported that they first experienced it in elementary school: sixth grade or before. The AAUW survey was also used in the North Dakota public schools to verify if sexual harassment was as prevalent in North Dakota schools as was reported by the AAUW. The survey used by the AAUW was completed by 178 high school seniors randomly selected from across the state of North Dakota. The North Dakota sample yielded rates of sexual harassment that were actually higher than the results of the AAUW survey. Eighty-three percent of males reported experiencing sexual harassment, and 93.3% of females reported experiencing sexual harassment compared to 76% and 86%, respectively, in the AAUW survey (Stratton & Backes, 1997).

Some of the information reported in the AAUW studies of 1993 and 2001 points to the type of behavior students are experiencing in the schools. The most common forms of
harassment reported in the AAUW study consisted of sexual comments, jokes, gestures, or looks (AAUW, 1993). Behaviors such as being grabbed in a sexual way, being flashed, and having clothing pulled away were also reported. Students reported that 80% of the time the perpetrator of the harassment was another student.

The reaction to this behavior varied but did include statements that students did not want to go to school due to this behavior. Twenty percent of the girls reported finding it hard to pay attention in school, cutting class, staying home, making lower grades, and finding it hard to study due to the harassment. Forty percent of the girls who reported being victims of sexual harassment reported feeling embarrassed, feeling self-conscious, or being less sure of themselves or less confident. Boys also had difficulty and over 35% reported feeling embarrassed. Over 10% reported feeling self-conscious, being less sure of themselves or less confident, and less popular (AAUW, 1993).

This information would appear to support the opinion that sexual harassment by juveniles is a concern. Although more research would be helpful in clarifying the scope and degree of seriousness, there is evidence to support
recognizing the existence and possible seriousness of the problem.

**Definition and prevalence of juvenile sexual offending.** A juvenile sexual offender (JSO) is defined differently across the United States. Some states have juvenile sexual offender laws for children as young as seven, and other states' laws do not start until age 12. Other states have no specific ages that determine when a child is old enough to be classified as an offender. Due to the population that will be the focus of this research it has been decided to confine the legal definition to that of the Commonwealth of Kentucky's Revised Statutes. The current definition of a juvenile sexual offender in the state of Kentucky from *Baldwin's Kentucky Revised Statutes Annotated Title LI. Unified Juvenile Code, 1999* is as follows:

A juvenile sexual offender as used in this chapter means an individual who was at the time of the commission of the offense under the age of eighteen (18) years who is not actively psychotic or mentally retarded and who has been adjudicated guilty of or has been convicted of or pled guilty to: (a) A felony under KRS Chapter 510; (b) Any other felony committed in conjunction with a
misdemeanor described in KRS Chapter 510; (c) Any felony under KRS 506.010 when the crime attempted is a felony or misdemeanor described in KRS Chapter 510. (Baldwin, 1999 p. 89)

The definition continues on to include other statutes. These statutes will be paraphrased. Chapter 510 from the Unified Juvenile Code is basically the section that covers adult sexual offenses from first-degree rape to testing adults who are suspected to be HIV positive and who were involved in sexual offenses. The statutes are used in the same way with juveniles as they are with adults, and the juvenile must meet the same specific requirements of the statute to be charged with that count. Other statutes that can be applied to juveniles include laws covering Sexual Exploitation of Minors (531.300), unlawful transaction with a minor (530.064 and 530.065), incest (530.020) and criminal attempt (506.010). These statutes cover crimes including selling pornography to children, exposing oneself to a minor, paying or promoting a minor to perform in a sexual manner or attempting to perform a sexual act with a minor. Incest in the Kentucky statute is defined as

A person has sexual intercourse or deviate sexual intercourse, as defined in KRS 510.010 with a person whom he knows to be an ancestor,
descendant, brother, or sister. The relationships referred to herein include blood relationships of either the whole or half blood without regard to legitimacy, relationship of parent and child by adoption, and relationship of stepparent and stepchild. (Baldwin, 1999 p. 226)

This information can become very confusing and difficult to understand. Basically, any sexual crime an adult can be accused of or convicted of is also applicable to who can also be prosecuted in a juvenile court. The major differences are in the sentencing and how the trial is handled.

As stated in the introduction the number of juveniles committing sexual offenses is significant. The state of Kentucky’s Administrative Office of the Courts reported that for the year 1997 there were 57 arrests of juveniles for “forced rape” and 204 arrests of juveniles for “sex offenses except rape and prostitution” (Commonwealth of KY, 1998, p. 49). Across the United States there were 5590 juveniles in residential placement for “violent sexual assault” in 1997 according to the Office of Juvenile Justice (Sickmund & Wan, 1999).

If the minor is adjudicated as a juvenile sexual offender, which means sufficient evidence was presented to
a judge according to Kentucky statutes presented previously, the juvenile is then placed in the custody of the Department of Juvenile Justice. This placement is not the same as that of social service. In the Commonwealth of Kentucky the Department of Protection and Permanency, which is under the Department of Community Based Services (commonly known as social services), is involved only if there is no more than four years difference in the perpetrator’s and victim’s ages and the act is not one of violence. If the perpetrator is within four years of age of the victim and there is no force involved then the Department of Protection and Permanency may be involved and consider the situation one of sexual play.

A perpetrator that meets the requirements to be under the supervision of Juvenile Justice is then required to be assessed by a qualified mental health professional. This professional must be certified as a sexual offender treatment professional (SOTP).

The judge or other designated authority will then initiate a referral to the type of program recommended by the certified professional who completed the at-risk assessment on the JSO. This recommendation could provide a range of conditions from returning to the family home under supervision and mandatory JSO out patient therapy to secure
residential treatment for up to two years. The JSO must remain in some type of treatment with an approved JSO therapist for a minimum of two years no matter what other recommendations are made.

The statistics of prevalence support the significance of the JSO population. Although juvenile sexual offenders have not been researched as a population to the degree that adult offenders have, information on this population would appear relevant and needed in helping to understand, treat or deter future development of offenders.

*Characteristics of a Juvenile Sexual Offender.*

The contents of this section will look at the associated variables and development of a juvenile sexual offender. As with any behavior, the reasons for juvenile sexual offender (JSO) behavior can be infinite. However, there are behaviors that occur more often within this population, and there are also more prevalent experiences within this population. A better understanding of these experiences and behaviors will not only help to understand the JSO better but may also lead to further investigation and study of juvenile sexual harassment.

*Associated variables of juvenile sexual offenders.* This section will help define the known characteristics of a significant percentage of the sex offenders in this
country, the juvenile offender. Within the population of juvenile sexual offenders (JSO), males dominate the scene at a frequency of 90% of the JSO population (Ryan & Lane, 1997). These offenders have an average age of 15 (Thompson, 1995) or a modal age of 14 (Ryan & Lane, 1997) but range in age from 5 years old to the legal limit of the state in which they reside at the time of the offense (usually between 16 and 21 years of age). JSO's are found across the entire social economic status scale and, like the general population, are mostly white (Ryan & Lane, 1997; Thompson, 1995). They usually have two parental figures in the home that may or may not be their biological parents (Ryan & Lane, 1997). Although predominantly white, JSOs do span all races and religions with no group being disproportionately represented (Thompson, 1995).

In the school environment there are a few things that stand out about the JSO population. Some studies have shown that JSOs have a history of significant school problems, defined as discipline referrals, significant absences, or poor grades. Thompson (1995) found 81% of the JSOs had previous school problems, and other researchers have shown that 37.5% of JSOs had been expelled from school (Zolondek, Abel, Northey, & Jordan, 2001). Some researchers have reported different statistics on school
behavior stating that JSOs had shown no more school problems than other students (Fehrenbach, Smith, Monastersky, & Deisher, 1986). Although some of these differences may be accounted for by differences in time and location of the study, all of the studies support the finding that the JSO population evidences a significant number of school problems. These school problems are rarely associated with sexual aggression. The JSOs that have been studied also have a high degree of mental retardation compared to the general population. Research has shown the figure to be as high as 21% of the JSO population as having mental retardation (Thompson, 1995). This statistic may be accounted for in that offenders of lower intelligence are just not as sophisticated in covering up their offenses and get caught more often. Even with the overrepresentation of mental retardation in the JSO population Thompson showed in her extensive study that the mean IQ of JSO’s was 92.63, and Ryan and Lane (1997) have shown the IQ of most offenders to be in the average range.

The social system of a JSO is noted to be distinctive from the systems of their peers in their community. In and out of school the JSO population is often described as being social isolates. Studies put the percentage of the
JSO group that are social isolates in the 60's (Fehrenbach et al., 1986; Thompson, 1995). It has also been shown that JSOs that are more social and report having friends are more likely to rape (Thompson, 1995). There are differing statistics as far as how many JSOs had contact with a human service agency or professional prior to adjudication. Ryan and Lane (1997) showed that only 5% had previously been diagnosed with a mental illness before being identified as a JSO. Thompson (1995) showed that 82% of the JSO population that she studied had previous contact with a human service agency outside of the school. Over one third of the JSO population has had a nonsexual prior offense (Fehrenbach et al., 1986; Ryan & Lane, 1997).

Often, professionals will assume that a JSO was sexually abused himself and is reenacting the event as the offender instead of the victim. Even though a large percentage of JSOs, 22 to 55 percent, admit to being a victim of sexual abuse (Fehrenbach et al., 1986; Thompson, 1995) an even larger percentage, 27 to 62 percent, were physically abused (Becker, 1998; Thompson, 1995). It is thought by some theorists that exposure to deviant sexual behaviors, attitudes or information during developing years has a stronger effect than actual abuse (Ryan, Davis, & Isaac, 1987). This exposure to deviant sexual behaviors or
physical abuse combined with a loss of a caregiver during these years may lead to a need to conquer feelings of powerlessness, confusion, and victimization by controlling others (Ryan et al., 1987).

Other important variables to note are characteristics of the JSOs at the time of the offense. About one third of the JSO group report intoxication during the time they abused their victim (Thompson, 1995). It has also been found that alcohol abuse is the second strongest predictor of sexual coercion for JSOs (Johnson & Knight, 2000). The strongest predictor of sexual coercion was that of misogynistic fantasies or the fantasy of sexual power over women especially when paired with alcohol (Johnson & Knight, 2000). When looking at the predictor of sexual fantasies, the JSO group was not as forthcoming with information. In a study comparing client report to phollometric measurements, the JSO group underreported their excitement in two areas (Hunter, Becker, & Kaplan, 1995). These two areas were in response to pictures of sexual aggression toward females and consensual sex towards same age males. The JSO group was fairly consistent with their report in comparison to their physical response when looking at pictures of sexual situations in all other areas that were studied.
Victim choice of the typical JSO is also a consistent characteristic in the literature. The JSO group as a whole will usually pick a younger unrelated female 83% of the time as their first victim, with a mean age of 11.1 and a modal age of six (Fehrenbach et al., 1986; Thompson, 1995; Ryan & Lane, 1997). But for their second victim the statistics change. The second victim is male 63% of the time and has a mean age of eight (Thompson, 1995). So not only does the gender change but also the age drops significantly. The other most common characteristic is that for the offense for which they are “caught,” 43% of the time the victim is a sibling (Zolondek et al., 2001). Although studies show differences in the statistics when describing JSOs there are definite patterns that can be seen. Most are males and are distributed across all racial, ethnic and socioeconomic categories. Most have school problems that are not related to sexual aggression, and they have average intelligence. JSOs are usually social isolates and the more popular they are the more aggressive sexually they become. Many have had previous contact with a human service agency, and over a third have had a nonsexual prior legal offense. Although sexual abuse runs higher in JSOs than in the general population, an even higher percentage have exposure to deviant sexual behavior,
physical abuse and substance abuse (Becker, 1998). Strong predictors include the use of an intoxicant, misogynistic fantasies and sexual fantasies toward same age males. Most JSOs pick a female as their first victim; males are then the majority of victims thereafter with a decrease in age after the first victim (Ryan & Lane, 1997).

These characteristics and variables associated with JSOs help one in understanding how a JSO may act. The variables also help in the understanding that JSOs span all aspects of our society. This information may assist in identifying and recognizing the actions of a JSO. But more information is needed to understand how to identify a JSO at an early stage or even before he offends an innocent victim.

Theoretical development of a juvenile sexual offender. The reason why a child becomes a JSO is a question that only theory can attempt to address at this time. As with many psychological problems, the direct cause of the problem is complex and as unique as each JSO. The current theory of JSO development that is most widely accepted is based on the life events of the individual and those events affect that particular individual. This theory developed by Gail Ryan is called the trauma outcome process (Ryan & Lane, 1997). The theory proposes that a cycle of events
led to the JSO acting upon a victim, and at that point a cycle of perpetrator behaviors becomes engrained to help the JSO control his emotional state.

The trauma outcome process allows a juvenile to understand how his own trauma from the past may affect his view of any situation (Rasmussen, Burton, & Christopherson, 1992). A trauma may consist of an infinite number of experiences. These experiences may include a sexual offense of the offender when younger, physical or emotional abuse, or any type of traumatic action that the offender recalls. These past traumas can be recalled or triggered and cause serious emotional distress that can lead to the offender wanting to have power over a situation. The offender then recalls how someone had power over him and he desires to have that feeling of power over another individual. This first act of power may then be repeated causing the JSO to create a “sexual assault cycle” (Ryan & Lane, 1997). The sexual assault cycle becomes a coping skill that the JSO uses to regain his feeling of power.

Sexual offenses are often not “spur of the moment” actions but are acts of planning in stages. The cycle of sexual offending may be triggered by similar feelings by the offender. These feelings then trigger a series of actions by the offender. These acts include grooming
behaviors such as befriending the victim. Continued acts may include gaining and testing the trust of the victim and then placing him or her in a sexually difficult situation to see how he or she responds. The stages build until the perpetrator feels he can manipulate and control the victim after he offends (Ryan & Lane 1997).

Part of this cycle of offending becomes choosing a particular type of victim. Victim choice of the JSO often becomes consistent in the areas of gender, age, race and other areas. This choice of victim supports the theory that there is forethought in victim choice (Ryan & Lane, 1997). Victim choice may begin as a matter of convenience and bloom into the sexual preference of the offender. Phallometric measures with JSOs have shown that JSOs may be excited by pictures of particular sexual situations and possible victims. Pictures of aggressive sex towards females and consensual sex with same-age males are two categories that rate higher with offenders than with the general population. These measures do not match with the self-reports of the JSOs (Hunter et al., 1995) who will claim sexual fantasies that are closer to the adolescent norm.

Treatment theory suggests the sexual assault cycle happens over time and in a sequence of events. These
events are often unique to each JSO. The steps may include things such as a triggering event that causes stress to the JSO. This stress may lead to a cognitive distortion that allows the JSO to rationalize further behavior or steps toward a sexual offense. These steps may include grooming behaviors and then further cognitive distortions that the possible victim is wanting or agreeing to the sexual contact. Post contact the JSO may use further distortions to rationalize his behavior and the reaction of the victim. If the offender recognizes the early stages, he can choose to break this cycle more easily and remove himself from the opportunity (Ryan & Lane, 1997).

Theory suggests that juvenile sexual offending behavior is the result of the juvenile using a past experience of helplessness and reversing roles to help him now feel better about his own situation. This theory is called the trauma outcome process and is well accepted and widely used in the education of JSOs in explaining to them how they came to offend another person (Rasmussen et al., 1992.) Education of the JSOs is then furthered to help them understand how they continue from one event, using cognitive distortions, to another until they sexually offend to relieve the stress they have gained through their life experiences. This theory is called the sexual assault
cycle (Ryan & Lane, 1997). Using the two approaches of the trauma outcome process and sexual assault cycle in helping JSOs understand their behavior has had significant success (Ryan & Lane, 1997).

The Continuum between Juvenile Sexual Offending and Juvenile Sexual Harassment.

It may or may not be apparent that there is overlap in the definitions and discussion of Juvenile Sexual Offending and Juvenile Sexual Harassment. An example of how juvenile sexual harassment and juvenile sexual offending may overlap could be within the legal definitions. One form of a sexual offense is an "illegal transaction with a minor", and one form of sexual harassment is "quid pro quo." What the difference is in these two definitions is not for this researcher to tackle at this time. It would appear obvious that for an illegal transaction to take place one must give something and get something. If this transaction involves two minors, involves unwanted sexual contact, and the minors are several years apart in age then defining it as sexual harassment or sexual offending may be a difficult task. This difficulty will hopefully allow one the understanding that there are gray areas between these two related subjects.
The studies reviewed earlier speak of grooming behaviors by most juvenile sexual offenders. These grooming activities include making friendships and an increasing degree of crossing inappropriate sexual boundaries. The JSO may be “feeling out” the victim to see how far he can go with a potential victim without the victim bringing notice to the situation. These behaviors include things such as accidental (on purpose) touching, exposure of the potential victim to pornography or exposure of the perpetrator’s genitalia to the potential victim. These actions taken alone could easily be defined as sexual harassment, even juvenile sexual harassment, but are also seen as grooming or offending behaviors when viewed in the context of the history of a JSO. An example may be a thirteen-year-old showing a pornographic magazine to a nine-year-old on the bus. If the nine-year-old complains it may be treated as sexual harassment, but if no complaint is made the thirteen-year-old may move on to the next step toward a juvenile sexual offense.

Examples of sexual encounters such as the one mentioned points to the benefit of viewing sexual offending and sexual harassment behaviors of adolescents as existing on a continuum and thus, related. The study of one may benefit the understanding of the other. When studying the
acts that constitute juvenile sexual harassment it appears that many of these acts could be considered juvenile sexual offending. Many of these behaviors on their own may not constitute a sexual predator, but if the determination can be made as what forms of sexual harassment are perpetrated by sexual offenders that information may help in identification and treatment of such a juvenile and help in protecting potential victims.

The connection between juvenile sexual offending and juvenile sexual harassment may allow for further understanding of the development of a JSO and further developing approaches for use in the treatment of the juvenile sexual offender. This connection may be best studied by understanding the actions of the JSO in the school environment. The first step would be to develop a tool to study such actions and then use the tool to look for unique behaviors or attitudes by JSOs in comparison to the general adolescent population in the schools.

**Purpose of Present Investigation**

The purpose of this project is to investigate the content validity of the survey developed by the Louis Harris and Associates for the AAUW in the study of sexual harassment in the schools as a research tool for use with juvenile sexual offenders (JSOs). Qualitative and
quantitative data will be gathered from JSOs and experts in the field of juvenile sexual offending to validate and modify the survey for use with the JSO population. If the survey is validated as a useful tool, the survey will then be modified with the data gathered and proposed as a tool to help the study juvenile sexual offenders' behavior in the schools.
Method

Subjects

Subjects for this project comprise two separate groups. The first group is comprised of certified professionals that work with the JSO population. This group is identified as the expert reviewer group (ER). Criteria to be chosen as an expert reviewer included current employment in the JSO treatment field, certification as a Juvenile Sexual Offender Counselor, and having a minimum of three years experience with the JSO population. The expert reviewer group was chosen to represent the educational backgrounds of professionals in the field and included nursing, social work, psychology and psychiatry.

Within the expert pool of six participants, four were male. One of the males was Hispanic and the others were Caucasian. They had a mean age of thirty-six with a range from twenty-four to forty-two years of age. The degrees earned included a Bachelor of Arts, one registered nurse, two licensed clinical social workers, one doctorate level psychologist and one psychiatrist. The mean length of
experience was seven years with a range from three to fourteen years. The experts had a mean of five years working in their current setting. Two of the six worked in outpatient programs and four of the six worked in inpatient programs.

The second group was a sample of JSOs, who were located from the facilities/programs treating JSOs within South Central Kentucky. JSOs involved in both in-patient and outpatient settings were sought from programs known to the examiner. The criteria for participation in the JSO group included (a) adjudication for a juvenile sexual offense, (b) participation in treatment for a minimum of one month, (c) recommendation by their primary therapist, (d) reading ability, estimated by their therapist, at a 7th grade level, (e) the JSO admits to the adjudicating offense and, (f) between the ages of 13 and 18 (7th to 12th grade) at the time of the project.

Nine of fourteen JSOs selected as candidates were used to compile the data. Permission was denied by one parent, and consent forms were not returned from four other parents of JSO candidates. Within the JSO group the mean age was sixteen with a range from fifteen to eighteen years of age. The mean grade of the JSOs was tenth with a range from ninth to twelfth grades. Seven were Caucasian and two
African American. Two were not sure of their father's education, one reported that his father had less than a high school education, four reported that their fathers graduated from high school, one reported that his father was a college graduate, and one reported that his father completed a graduate degree. One JSO was not sure of his mother's education, two reported that their mothers had less than a high school education, five reported that their mothers were high school graduates, and one reported that his mother completed a graduate degree.

**Instruments**

Five instruments were used to complete data collection for this project. The first is a modified version of the survey commissioned by the AAUW for the study of sexual harassment in the public schools of the United States (see Appendix A). The second instrument was a questionnaire (see Appendix B) given to JSOs after they complete the student survey. The third instrument was an interview (see Appendix C) with prescribed and probing questions for JSOs' opinions on the survey. The fourth instrument was a questionnaire (see Appendix D) that experts in the field of juvenile sexual offending were asked to complete after examining the student survey. The fifth instrument was an expert interview (see Appendix E) with prescribed questions
for a more detailed opinion on the usefulness of the student survey with JSOs.

**Student Survey.** The survey by the Harris Interactive group commissioned by the AAUW in 1993 and 2001 that was used to compile the report “Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School” was modified to fit the JSO population (see Appendix F). No questions were added to the survey itself, but the researcher deleted some of the questions from the original survey. The deleted questions were deemed unnecessary for the outcome that was under study. The revised AAUW survey will be referred to as the student survey from this point on in the project. The student survey has an estimated readability level of seventh grade. The readability level was determined using Fry’s readability formula (Mercer & Mercer, 2001). The readability was higher than expected due to the length of the questions, which were usually contained within one sentence. The original survey was given twice (in 1993 and 2001) to middle and high school students across the country. The 2001 in person survey was given to 1,559 public school students in grades eight through eleven. Information on reliability and validity was not reported.

The original AAUW survey was modified for use. Modifications ranged from minor edits for utility with
paper/pencil administration to rewording and/or resequencing of questions to provide a more neutral presentation of the questions.

1. Throughout the original AAUW survey were numbers to rate answers. These numbers were probably used as a keying format. They were viewed as unnecessary for the purpose of this validation and were removed.

2. Twelve questions were removed from the original survey because they were deemed unnecessary to determine differences between the general adolescent population and the juvenile sexual offender population. An example would be question 260 from the original survey, which read: After you graduate from high school, do you plan to continue your education?

3. The following instructions were removed due to the possibility of bias towards the questions that followed them. After question 322 the examples of sexual harassment were removed. Instructions after questions 340, 410, 435, and 455 were also removed.

4. The instructions after question 275 were changed to paragraph form to make them easier to understand. Content of the instruction was not changed.

5. The definition of sexual harassment after question 322 was changed to the definition used by the Equal
Employment and Occupational Commission and moved to follow after question 18 of the new survey.

6. Several instructions and questions were moved or reworded. The phrase "sexual harassment" was changed to "behavior" to allow the reviewer to interpret statements without bias towards sexual harassment in his/her answers. Questions that needed to retain the words "sexual harassment" were placed after the changed definition of sexual harassment. Instructions needed to be moved to match the new arrangement of questions.

The Student Survey used for this project contained an information page that gave instructions on how to complete the survey and its intended use. It then had a sample question page and final instructions. Including the instruction pages the survey consisted of thirteen pages and twenty-nine survey questions.

*Expert reviewer questionnaire.* The Expert Reviewer Questionnaire is contained in Appendix D. The Expert Reviewer Questionnaire contains four questions that are completed by the ER including questions pertaining to the validity of the student survey as well as queries as to any changes or modifications that would improve its use. Questions one through three are general open response
questions that the ER can use to make comments about the survey. Question four contains 24 specific sub-questions about particular questions on the survey. These latter questions specifically ask if the student survey question is acceptable or needs revision and how to revise the question.

**Expert reviewer interview.** The ER Interview form is contained in Appendix E. The ER Interview contains demographic questions and five open-ended questions that are designed to solicit information not specifically asked for in the ER Questionnaire. The purpose of the ER Interview is to find consistencies across experts that may allow for additions to the survey that would be useful in gathering information from the JSO population on sexual harassment in the schools. The experts may have insight that allows for a consistent opinion that would encourage a needed addition or modification not covered in the ER Questionnaire.

**JSO questionnaire.** The JSOs were asked to complete a questionnaire about the survey (see Appendix B). This JSO Questionnaire has 26 questions of which 22 are specifically about the questions in the student survey. The questions on the JSO Questionnaire ask for specific information about the settings, victims, perpetrators and feelings involved
in sexual harassment and whether there should be additions to any of the answers for these questions on the Student Survey. The questions are designed to probe the JSO for additional information unique to his experience and apply it to the student survey. This additional information may allow for better wording and available answers if the Student Survey is given to a larger group of JSOs.

JSO interview. The JSO Interview consists of four open-ended questions (see Appendix C) to provide insight from the JSO point of view. The JSO Interview allowed the JSO to express opinions or experiences with sexual harassment in the school that were not mentioned in the Student Survey. This information could then be added to the survey for future study. The interview provided the JSOs with the opportunity to give opinions on the understanding of the term sexual harassment and what it meant to them.

Procedure

The procedure of this project is split into two different pathways. There is a procedure for gathering JSO information and a procedure for gathering the expert information. The first procedure discussed will be the JSO information gathering.
Three programs known to treat JSOs in Southern Kentucky were contacted. Two of the programs were chosen for participants due to the higher number of potential participants available. The persons delegated to authorize a project were provided with an explanation of the purpose and procedure for this project. Documentation was given to each designee of the organizations and included the approval letter from the Western Kentucky University Human Subjects Review Board (see Appendix F), the Student Survey (see Appendix A), the consent and assent forms (see Appendix F), and the JSO Questionnaire and JSO Interview.

Once approval was received, discussion took place between the researcher and program representative on the criteria for participation. Nominations were received from the authorized staff of the program. Then, an initial contact with the legal guardians of the clients was made by staff of the program asking for their son to participate in the project. If the parent/guardian agreed to allow their son to participate, the researcher explained the purpose and scope of the project. They were then given or sent a packet with a copy of the approval letter from the Human Subjects Review Board, a page of instruction and information (see appendix F), and a consent form.
Upon receipt of permission from the parent/guardian the JSO was approached and asked to participate in the project. They were shown the signed consent form completed by their parent/guardian, explained the purpose of the project, and told that participation was voluntary and would have no affect on their treatment, length of adjudication, or discharge date. If they agreed to participate they were asked to sign a letter of assent (see Appendix F).

The JSO was asked to first complete the Student Survey. The examiner was in the room to answer any questions and clarify any questions. Upon completion of the survey, the JSOs were asked to complete a written questionnaire about the survey to gain opinions on direct questions. Upon completion of the questionnaire the JSOs were interviewed individually by the researcher. This interview covered the questions on the JSO Interview.

The second procedure covered the gathering of ER information. Experts in the field of juvenile sexual offending were contacted by the researcher. Experts were identified according to criteria defined in the subjects section. They were given an overview of the purpose and scope of the project. They were given the informed consent
form; if they agreed to participate they were asked to sign a letter of consent (see Appendix F).

The experts were given a copy of the student survey and a copy of the expert questionnaire. They were asked to give written responses on the questionnaire after reviewing the student survey. Upon completion of the questionnaire they were interviewed using the expert interview questions.
Results

Data Analysis

Data analysis involved the use of both quantitative and qualitative methods. Separate analyses were conducted for the two groups of respondents, ERs and JSOs. Demographic information was gathered on both sets of participants. A set of decision rules or criteria for revising questions was developed for questions one through twenty-nine of the student survey. Agreement percentages were also calculated for each question of the Student Survey. Questions one through four of the JSO Interview, questions one through three of the ER Questionnaire, and questions one through five of the ER Interview were reviewed for content themes. Table 1 has the acceptance criteria for each question of the Student Survey.

The ER questionnaire has three open response questions that were evaluated for qualitative responses about the Student Survey. Questions one and two were evaluated to validate the use of the Student Survey with the JSO population. If more than one expert marked "no" to either question one or two, the survey would need
<table>
<thead>
<tr>
<th>Student Survey</th>
<th>JSOs* Response</th>
<th>ERs** Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Number</td>
<td>Criteria for</td>
<td>Criteria for</td>
</tr>
<tr>
<td></td>
<td>Revision</td>
<td>Revision</td>
</tr>
<tr>
<td>1</td>
<td>≥75% no to JSO</td>
<td>Q*** 4</td>
</tr>
<tr>
<td>2</td>
<td>≥75% no to JSO</td>
<td>Q 4</td>
</tr>
<tr>
<td>3</td>
<td>≥75% no to JSO</td>
<td>Q 4</td>
</tr>
<tr>
<td>4</td>
<td>≥75% no to JSO</td>
<td>Q 4</td>
</tr>
<tr>
<td>5</td>
<td>≥75% no to JSO</td>
<td>Q 4</td>
</tr>
<tr>
<td>6</td>
<td>≥75% no to JSO</td>
<td>Q 5</td>
</tr>
<tr>
<td></td>
<td>ER Q 4-6 ≤ 1 no or revise</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>≥75% no to JSO</td>
<td>Q 5</td>
</tr>
<tr>
<td></td>
<td>ER Q 4-7 ≤ 1 no or revise</td>
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<td>9</td>
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<td>Q 8</td>
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<td>Q 9</td>
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<td>ER Q 4-11 ≤ 1 no or</td>
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<td>Criteria for ERs(^a) Response</td>
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</tr>
<tr>
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<td>&lt;50% add consistent</td>
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</tr>
<tr>
<td>Question Number</td>
<td>Criteria for JSOs Response</td>
<td>Criteria for ERs Response</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>21</td>
<td>&lt;50% add consistent statements of change</td>
<td>ER Q 4-21 ≤ 1 no or revise</td>
</tr>
<tr>
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<td>ER Q 4-22 ≤ 1 no or revise</td>
</tr>
<tr>
<td>23</td>
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<td>ER Q 4-28 ≤ 1 no or Revise</td>
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Table 1 (continued)

Review Criteria for Student Survey Questions

<table>
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<tr>
<th>Student Survey Question Number</th>
<th>JSOs Response Criteria for Revision</th>
<th>ERs* Response Criteria for Revision</th>
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</thead>
<tbody>
<tr>
<td>29</td>
<td>100% no to JSO Q 26</td>
<td>ER Q 4-29 ≤ 1 no or revise</td>
</tr>
</tbody>
</table>

*JSO stands for Juvenile Sexual Offender

**ER stands for Expert Reviewer

***Q stands for question
re-examination for proposed use. If any problems identified by the experts cannot be resolved, the Student survey will not be seen as a usable tool when examining JSO behavior in the schools. Question three of the ER Questionnaire was examined for content analysis; if more than one expert agrees that overlap exists, a change in wording of the definition of sexual harassment will be made.

The JSO Interview consists of four questions. The first three questions were analyzed for information to validate the use of the Student Survey or information that could be used to help modify the Student Survey into a better tool. If less than 50% of the JSOs could give a correct response to question one, the definition of sexual harassment will be modified. Any relevant answer for question two that was not covered in the Student Survey was changed into a question and added to the survey. If more than 50% of the JSOs agreed upon a change within their responses to question three it was incorporated into the survey. Question four of the JSO Interview was analyzed for useful information. The ER Interview consists of five questions. Four of these questions pertain to the Student Survey, and the last question gave data that may be used in further study. Questions one and two of the interview were
analyzed for responses not covered in the student survey. If the response was not covered in the survey and appeared relevant it was made into a question and added to the Student Survey. Question three was analyzed; if more than 50% of the experts interviewed agreed that JSOs do not distinguish between the behaviors, a change in the definition of sexual harassment was made.

**JSO Questionnaire Results**

Data from the JSO Questionnaire indicated there were 15 questions needing review. The Student Survey questions that met criteria for change were numbers 1-5, 10, 11, 13, 18, 19, 22-25, and 29. Upon review, eight of these questions did not require change due to the insufficient details in the responses given by the JSOs. Student Survey questions 1-5 met criteria to be reviewed. But upon review, one of the JSOs did not answer the question on the questionnaire that pertained to these questions, and detail obtained from the other JSOs was insufficient for making a credible change. Student Survey question number ten initially required review based on the criteria that 100% of the answers needed to be "no" for no change to be made. But, upon further review it was found that no detail was added to the answer of yes; thus a credible change to the question could not be made. Question 19 of the Student
Survey met criteria to be changed due to four JSOs reporting that the question did not have adequate detail. But upon further study, it was found that the JSOs either did not add a suggestion or added a suggestion such as adding a choice of “extreme” which appeared to be adequately covered by the choice “a lot.” Question 24 of the Student Survey met criteria due to an answer of yes by one JSO; however since there was no suggestion regarding what to change none was made. Question 25 of the Student Survey also met criteria due to an answer of yes by one JSO, but again the addition of pleasure was not deemed an appropriate addition because that it simply would not meet the criteria for sexual harassment if pleasure was the reaction of the event. See Table 2 for complete details.

**Expert Reviewer Questionnaire Results**

The criteria to change a question on the Student Survey were met six times within the data from the ER Questionnaire. Upon further review, none of the Student Survey questions that met criteria for change needed revision on the Student Survey due to the nature of the responses of the experts. Questions one and two of the Student Survey were rejected by at least one expert reviewer; but upon further review, the additions that were
### Table 2

*Student Survey Questions Recommended for Review*

<table>
<thead>
<tr>
<th>Instructions</th>
<th>JSO Questionnaire</th>
<th>ER** Questionnaire</th>
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<td>Recommended Review</td>
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<tr>
<td>1-5</td>
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<tr>
<td>6</td>
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<td>Yes+</td>
</tr>
<tr>
<td>7</td>
<td>No</td>
<td>Yes+</td>
</tr>
<tr>
<td>8</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
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<tr>
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</tr>
<tr>
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<td>Yes+</td>
</tr>
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</tr>
<tr>
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<td>No</td>
</tr>
<tr>
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<td>No</td>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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<tr>
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<tr>
<td>20</td>
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Table 2 (continued)

Student Survey Revisions

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<th>ER Questionnaire</th>
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<tbody>
<tr>
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<td></td>
<td>Revisions</td>
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</tr>
<tr>
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</tr>
<tr>
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<tr>
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<td>Yes+</td>
</tr>
<tr>
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<tr>
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<td>No</td>
</tr>
<tr>
<td>28</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>29</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

+Initial criteria met but question not changed due to analysis of response

*JSO stands for Juvenile Sexual Offender

**ER stands for Expert Reviewer
recommended were covered in later questions of the survey. An example of such an addition was "how often are you afraid that someone will hurt or bother you at school," which was covered on Student Survey question number six. Questions 11, 16, 20, and 25 were also rejected as not appropriate by one expert reviewer; since no explanation or revision was given no action could be taken.

**JSO Interview Results**

Questions one and two of the JSO Interview yielded information meeting criteria to review the survey. Question one of the JSO Interview asked for a difference between sexual offending and sexual harassment. Of the nine JSOs responding to question one of the JSO Interview, four JSOs reported no difference between sexual harassment and sexual offending. Three of the JSOs gave answers showing that they understood there was a difference between sexual harassment and sexual offending. These responses included explaining sexual harassment as something that "happens quick" and sexual offending as "having steps," sexual harassment as "horseplaying without disguise and sexual offending as planned," and finally that "you don't have to touch to harass." The final two JSOs did not appear to truly grasp the concept through their responses of sexual harassment as using "words" and sexual offending as "you
offend” or a person “must offend to harass.” These two were deemed not a suitable separation and were included with the responses of the JSOs who declared there was no difference between sexual harassment and sexual offending.

Question two of the JSO Interview met criteria to review the Student Survey. Question two of the JSO Interview asked what could be changed to better understand the experience of the JSO with sexual harassment. Three different suggestions to change the Student Survey were made. The first was to use “smaller words” in the student survey, which was not analyzed as a practical procedure without more detail. The second was to ask for information on previous sexual contact with the other students. The third was to attempt to get a view of both the perpetrator and the victim of the actions. The second and third suggestions were added as new questions to the Student Survey.

Question three of the JSO Interview asked what the JSO would change on how the Student Survey was presented. One responder suggested reading the Student Survey questions aloud, two responders suggested making the words “simpler” and the other six JSOs recommended no changes.

Question four of the JSO Interview asked if the JSO would have been helped if he had been given instruction on
appropriate sexual behavior. There were three responses indicating that instructions on appropriate sexual behavior would not have stopped them from offending. The other six JSOs reported that it would have helped with responses such as “If I was told how much trouble I’d be in I wouldn’t do it” or “I would have gotten another point of view.”

Expert Reviewer Interview Results

Criteria to review the Student Survey were met in the first two questions of the Expert Reviewer Interview. Questions three and four did not meet the 50% agreement requirement. Question five was reviewed, and no consistent answers were given.

Several responses to question one of the ER Interview were not covered in the Student Survey. The question asked the experts what other questions on sexual harassment in the schools would they ask. The responses included statements of where/who taught them to act as a sexual harasser, the student’s prepubescent sexual activity, the sexual boundaries within the home of the student, use of a computer to superimpose a fellow student’s face onto pornography, and exposure to sexual events or abuse at home.

Several responses were made to question two of the Expert Interview about how to better distinguish sexual
harassment and sexual offending behaviors in adolescence. These responses included asking questions about (a) the student’s sexual fantasies and have they ever carried those out at school, (b) if the harassment they participated in was hands on or hands off, (c) participation in voyeurism or frottage, (d) if the student knows what is legal and what is illegal sexual behavior, (e) coercion of their victims, (f) how the student feels after they sexually harass someone, (g) the student harasser’s response to the harassee’s reaction to the harassment.

Results from question three of the Expert Interview had a variety of answers. The question asked the ER if JSOs perceive a difference between sexual offending and sexual harassment. Two of the ERs reported that JSOs would see sexual harassment as flirting. Three of the ERs reported that JSOs would not see a difference between sexual harassment and sexual offending. One ER reported that the JSO would look at the age of the victim and would see sexual offending as a more serious behavior.

Results from question four showed that no ER agreed that the grooming behaviors of a JSO and sexual harassment in schools are related. The ERs made statements such as “grooming is setting up the victim for further actions” or
"grooming is a pattern of behavior to test potential victims."

Question five of the Expert Reviewer Interview asked if the experts thought JSOs would report the same amount of experience with sexual harassment in the schools as had the general population. Two ERs expected a JSO to report himself as being a victim of sexual harassment more than the average student. Three ERs expected JSOs to report being a victim of sexual harassment at the same rate as other students, and one ER expected JSOs to report lower rates as a victim of sexual harassment.

In summary an analysis of this data indicated that further review is needed for several Student Survey questions. Questions 11, 13, 18, 22, 23, and 29 met the review criteria set and were judged as appropriate for revision. The definition of sexual harassment also met criteria for review due to the lack of understanding voiced by the JSOs interviewed. Additions would need to be made in several areas of the Student Survey. One addition would be to include questions about the sexual contact history of the respondent. Another would be where they learned their behavior or who taught them this behavior. The sexual behavior in the respondent’s own home and the use of a computer to harass others also met criteria to be added to
the Student Survey. Additions also met criteria in the areas of the sexual fantasies of the survey respondents and whether they carried them out and whether they participated in acting out sexual offenses such as voyeurism or frottage. Additions will also be made in the area of the emotions felt by the survey respondent when the survey respondent harasses others. Questions that probe the responses of the respondent to the harasser’s reaction to the harassment will also be added.
Discussion

The purpose of this project was to investigate the content validity of a survey developed by the Louis Harris and Associates for the AAUW in the study of sexual harassment in the schools that was revised, by the researcher, as a research tool for use with JSOs. If results of this project indicate that the use of the AAUW survey on sexual harassment issues in the schools is a relevant tool to use when attempting to identify JSO behaviors, further revisions would be made to improve the survey for this use. The Student Survey was accepted as a tool to be used for the study of JSO behavior in the context of sexual harassment in the schools. Several revisions to the Student Survey were recommended.

To investigate the content validity, two groups of raters were sought. A group of JSOs and a group of ERs in the field of juvenile sexual offending were sought to help evaluate and edit the Student Survey. Both groups of subjects gave relevant responses and added information useful to the further modification of the survey. Three of the four instruments appeared useful in the gathering of
the responses to change the survey. The Expert Reviewer Questionnaire gave little to no beneficial information, but the Expert Reviewer Interview, the JSO Questionnaire and the JSO Interview gathered valuable information to be added to the Student Survey. Most responses for changing the survey were in the context of gathering further information when an individual is the perpetrator of sexual harassment. The changes suggested should allow for a much-improved survey when attempting to look for outcomes that may help in identifying JSO patterns of behavior.

Using the two tools of the Expert Reviewer Questionnaire and the JSO Questionnaire, the following questions of the Student Survey were recommended, by the two groups of reviewers, for review: questions 1-7, 10, 11, 13, 16, 18-20, 22-25, and 29.

Upon further review, fourteen of the questions that met requirements to be reviewed were not judged to necessitate survey changes. These questions were not changed due to the responses or lack of information provided by the reviewer. The questions were numbers 1-7, 10, 11, 16, 19, 20, 24, and 25.

Question 13 was changed by adding the question of Showed their underwear to you in a sexual way? Question 18 was changed by clarifying the definition of sexual
harassment by adding concrete examples that are school related. Question 22 was changed by adding a second series of answers based on this suggestion by a JSO: "I was scared." Question 23 was changed by adding the statement "Feel depressed." Question 30 was changed by adding "I was jealous and wanted to get them back" and "I wanted sexual pleasure."

New questions to the Student Survey were also added due to the responses from the two interview formats of the participants. This information was gathered through the Expert Reviewer Interview and JSO Interview. These additions met criteria set forth in the procedure section and were analyzed for consistency and relevancy to the topic. The additions have been placed in the Revised Student Survey (see Appendix G) and include questions 27 and 31-40.

Question 27 asks "Have you ever had sexual contact with..." Answers include same sex, opposite sex, someone four years younger, and someone four years older than the respondent. Question 31 asks the respondents where they learned behavior admitted to previously. Answers include friends, other students, movies/tv, a relative, someone else, or no one. Question 32 asks if they have done the behavior answered in question 28 to more than one other
student. Question 33 asks if they have done the behavior answered in question 28 more than once to the same student. Question 34 asks why not stop the behavior admitted to in questions 32 or 33. Answers include it felt good, the person wanted it, I didn’t get caught, it is what everybody does, and my friends expect me to do it. Question 35 asks them to think about the answers from question 28 and if they fantasized about the behavior before they did it, planned the behavior before they did it, dreamed about the behavior before they did it, or just did it without thinking. Question 36 also asks the respondent to think about the answers from question 28 and asks if offered the person something to go somewhere, tricked them into being alone, made sure only their friends were around, or they just did the action no matter who was around. Question 37 asks the respondent to think of the person they thought of when they answered question 28 and if they felt scared, embarrassed, sexually excited, brave, manly, or the same as usual. Question 38 also refers to the answers from question 28 and asks if they noticed whether or not the person they did the action to acted mad, sad, embarrassed, excited, same as usual, or that they didn’t notice. Question 39 asks them to think of the same person from question 38 and whether they felt powerful, sad,
embarrassed, sexually excited, happy, or same as usual when they saw the other person's reaction. Question 40 asks if they have ever had sexual contact with the person thought of for question 28.

Limitations

The original AAUW survey may not have been the tool of choice when studying the sexual harassment behaviors of JSOs in the school environment. The wording of questions and instructions may have brought about unintended bias influencing students to think they were sexually harassed only after having read the survey instructions and questions. Because of this possibility, modifications were made prior to its use. Perhaps it may have been better had we started with more in-depth interviews with experts and JSOs to gather information on the sexual behaviors of JSOs in the school environment and then developed questions from the responses.

Upon review of the procedures it was felt that the interviews completed for this project were also somewhat closed. Interview questions could have been more probing and had follow-up questions depending upon the responses of the ERs and JSOs. Procedural problems were noted since appropriate rapport between the interviewer and JSO was perceived to be less than optimal. If greater attention
had been focused on the rapport between the interviewer and JSO, the JSO may have felt more comfortable in answering the questions. A more workable comfort zone may have been made possible by having the interviewer attend group sessions with the participants to help ease the anxiety of talking with a stranger about such personal matters. Administration of the interview questions may have been better accepted by the JSOs had the therapist that worked with the JSOs been trained to ask the questions. This approach would have allowed the participants to talk with the person they were most comfortable with when talking about personal items and when asked about the questions that dealt with sexual harassment.

Recommendations for Further Research

This Revised Student Survey can now be used with confidence. The next step in investigating the JSO population would be to administer the Revised Student Survey to a group of juvenile sexual offenders and a non-JSO adolescent population matched for age. Data could be gathered to compare JSO response data to that of the general population to assist in further study of the behavior of JSOs and the usefulness of assessing sexual harassment in this population. These behavior trends may then be further studied to assist schools in making a safer
setting for students. It may be beneficial to incorporate the survey into a computer program format for easier and more confidential administration to the individuals. Results of such a survey can then contribute to a better understanding of sexual behavior patterns in the JSO population.
References


Appendix A

Student Survey
Thank you for taking part in this important study. This survey is being conducted to help us learn more about the experiences of students.

As you will notice as you fill out this questionnaire, many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you have experienced. This is not a test; there are no right or wrong answers. Again, please be as honest as you can in answering the following questions.

As you notice, we are not asking for your name and, as a result, all of your answers will be totally anonymous.

After you finish your questionnaire, please place your questionnaire in the envelope provided, seal the envelope, and give it to the person who administered the test.

This survey was adapted from a survey compiled by Harris Interactive INC for the American Association of University Women. Permission was obtained for the use of this survey. The information gathered from you will be compared with information gathered from others in similar situations and used to compile information to be presented as a thesis by Daniel P. Belding at Western Kentucky University.
The questionnaire is easy to fill out.

1. Simply circle the number that corresponds with your answer. On a few questions, you may be asked to write out your answer - a few lines will be provided to let you do this.

Example:

What is your favorite season of the year? (CIRCLE ONE ANSWER ONLY)

Spring   Summer   Fall   Winter   Not Sure

2. Other questions will ask you to answer a series of questions.

Example:

Do you go to school during the... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH D)

A. Spring   Yes   No   Not Sure
B. Summer   Yes   No   Not Sure
C. Fall     Yes   No   Not Sure
D. Winter   Yes   No   Not Sure

3. In case you change your mind make sure you erase the wrong answer completely or mark through it.

4. Please do not talk over your answers with others.

5. At the end, place your questionnaire in the envelope, seal it, and give it to the interviewer.

In advance, thank you very much for your cooperation and help!
1. How old are you? ___________

2. What grade of school are you in? ___________

3. Are you…? (CIRCLE ONE ANSWER ONLY)
   White       Black or African American       American Indian or
   Alaskan Native Asian       Hispanic       Not Sure
   Decline to Answer       Something Else (WRITE ANSWER BELOW)

4. From what you know, what is the last grade or level of school your father or male guardian completed? (CIRCLE ONE ANSWER ONLY)
   Less than high school
   High school graduate
   Some college
   College graduate
   Post Graduate (like a master’s or law degree)
   I don’t have a father or male guardian
   Not sure

5. From what you know what is the last grade or level of school your mother or female guardian completed? (CIRCLE ONE ANSWER ONLY)
   Less than high school
   High school graduate
   Some college
   College graduate
   Post Graduate (like a master’s or law degree)
   I don’t have a mother or female guardian
   Not sure
When you answer the following questions, we’d like you to answer them thinking only about school related times. This means from the time you are on your way to school, like on the bus, while at school and on your way home. It also means while you’re on a school trip or at a school sponsored event such as a ball game or after school activity.

6. How often are you afraid that someone will hurt or bother you at school?  (CIRCLE ONE ANSWER ONLY)
   Most of the time    Sometimes    Almost never
   Never           Not sure

7. How often do you feel afraid that someone will hurt or bother you on the way to school or on the way home?  (CIRCLE ONE ANSWER ONLY)
   Most of the time    Sometimes    Almost never
   Never           Not sure

8. During your whole school life how often, if at all, has anyone (this includes students, teacher, other school employees, or anyone else) done the following things to YOU when you did not want them to?  (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH G)
   A. Made sexual comments, jokes, gestures, or looks?
      Often    Occasionally    Rarely    Never    Not sure
   B. Showed, gave or left you sexual pictures, photographs, illustrations, messages or notes?
      Often    Occasionally    Rarely    Never    Not sure
   C. Wrote sexual messages/graffiti about you on bathroom walls, locker rooms, etc.?
      Often    Occasionally    Rarely    Never    Not sure
   D. Spread sexual rumors about you?
      Often    Occasionally    Rarely    Never    Not sure
   E. Said you were gay?
      Often    Occasionally    Rarely    Never    Not sure
   F. Spied on you as you dressed or showered at school?
      Often    Occasionally    Rarely    Never    Not sure
G. Flashed or “mooned” you?

Often  Occasionally  Rarely  Never  Not sure

IF YOU ANSWERED NEVER TO EVERY SECTION IN QUESTION 8 SKIP QUESTIONS 9, 10, 11 AND 12.

9. Thinking about the incidents in question 8 that you may have experienced during your school life, was it done by... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT
   - A THROUGH E)

A. One person (a male)  
   Yes  No  Not Sure
B. One person (a female)  
   Yes  No  Not Sure
C. More than one person (all males)  
   Yes  No  Not Sure
D. More than one person (all females)  
   Yes  No  Not Sure
E. More than one person (both males and females)  
   Yes  No  Not Sure

10. Thinking about the incidents in question 8 that you may have experienced during your school life, was it done by... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT
   - A THROUGH L)

A. A student  
   Yes  No  Not Sure
B. A former student  
   Yes  No  Not Sure
C. A teacher  
   Yes  No  Not Sure
D. A teacher’s aide  
   Yes  No  Not Sure
E. A principal  
   Yes  No  Not Sure
F. A counselor  
   Yes  No  Not Sure
G. A coach  
   Yes  No  Not Sure
H. A substitute teacher  
   Yes  No  Not Sure
I. A security guard  
   Yes  No  Not Sure
J. A bus driver  
   Yes  No  Not Sure
K. Another school employee  
   Yes  No  Not Sure
L. Someone else  
   Yes  No  Not Sure

11. Thinking about the incidents in question 8 that you have experienced during your school life, did it ever happen... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT – A THROUGH L)

A. In a classroom  
   Yes  No  Not Sure
B. In the hall  
   Yes  No  Not Sure
C. In the gym, playing field, or pool area  
   Yes  No  Not Sure
D. In the cafeteria  
   Yes  No  Not Sure
E. In the locker room area  
   Yes  No  Not Sure
F. In the restroom  
   Yes  No  Not Sure
G. In the parking lot  
   Yes  No  Not Sure
H. Outside the school, on school grounds
(other than the parking lot)  
I. On public transportation on the way to school or on the way home  
J. On school transportation on the way to school, on the way home or on a school trip.  
K. At a field trip location, including another school for away games.  
L. In the driver's education car

Yes No Not Sure  

12. Thinking about the incidents in Question 8 that you have experienced during your school life, whom, if anyone did you tell about it/these instances? Did you tell…(CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH F)

A. A friend  
B. A parent or family member  
C. A teacher  
D. A school employee (other than a teacher)  
E. Someone else  
F. No one

Yes No Not Sure  

13. During your whole school life, how often, if at all, has anyone (this includes students, teachers, other school employees, or anyone else) done the following things to YOU when you did not want them to…(CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH G)

A. Touched, grabbed or pinched you in a sexual way?  
Often Occasionally Rarely Never Not sure  
B. Intentionally brushed up against you in a sexual way?  
Often Occasionally Rarely Never Not sure  
C. Pulled at your clothing in a sexual way?  
Often Occasionally Rarely Never Not sure  
D. Pulled off or down your clothing?  
Often Occasionally Rarely Never Not sure
E. Blocked your way or cornered you in a sexual way?

- Often
- Occasionally
- Rarely
- Never
- Not sure

F. Forced you to kiss him/her?

- Often
- Occasionally
- Rarely
- Never
- Not sure

G. Forced you to do something sexual other than kissing?

- Often
- Occasionally
- Rarely
- Never
- Not sure

****IF YOU ANSWERED NEVER TO EVERY PART OF QUESTION 13 SKIP QUESTIONS 14, 15, 16 and 17.

14. Thinking about the incidents in question 13 that you have experienced during your school life, was it ever done by...(CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH E)

A. One person (a male) Yes No Not Sure
B. One person (a female) Yes No Not Sure
C. More than one person (all males) Yes No Not Sure
D. More than one person (all females) Yes No Not Sure
E. More than one person (both males and females) Yes No Not Sure

15. Thinking about the incidents in question 13 that you have experienced during your school life, was it done by...(CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH L)

A. A student Yes No Not Sure
B. A former student Yes No Not Sure
C. A teacher Yes No Not Sure
D. A teacher’s aide Yes No Not Sure
E. A principal Yes No Not Sure
F. A counselor Yes No Not Sure
G. A coach Yes No Not Sure
H. A substitute teacher Yes No Not Sure
I. A security guard Yes No Not Sure
J. A bus driver Yes No Not Sure
K. Another school employee Yes No Not Sure
L. Someone else Yes No Not Sure

16. Thinking about the incidents in question 13 that you have experienced during your school life, did it ever happen...(CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH L)

A. In a classroom Yes No Not Sure
B. In the hall Yes No Not Sure

C. In the gym, playing field,
or pool area  
D. In the cafeteria  
E. In the locker room area  
F. In the restroom  
G. In the parking lot  
H. Outside the school, on school grounds  
   (other than the parking lot) 
I. On public transportation on the way 
   to school or on the way home  
J. On school transportation on the way 
   to school, on the way home or on a 
   school trip. 
K. At a field trip location, including 
   another school for away games.  
L. In the driver’s education car  

17. Thinking about the incidents in question 13 that you 
have experienced during your school life, who, if 
anyone did you tell about it/these instances? Did you 
tell... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A 
THROUGH F) 
A. A friend  
B. A parent or family member  
C. A teacher  
D. A school employee  
   (other than a teacher) 
E. Someone else  
F. No one 

18. Do you know what “sexual harassment is? (CIRCLE ONE 
   ANSWER ONLY) 
   Yes  No  Not sure
When answering the next questions use the following information: Sexual harassment is defined as asking for sexual favors in return for something, or creating an offensive atmosphere that is consistent and severe, or using sexual favoritism to make decisions that affect the individual.

Sexual harassment is not behaviors that you like or want (for example wanted kissing, touching, or flirting.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Keeping in mind the definition of sexual harassment in mind, do you think there is a lot; only a little; or not any sexual harassment in your school or related to your school life. (CIRCLE ONE ANSWER ONLY)</td>
<td>A lot, Some, not a lot, Only a little, Not any, Not sure</td>
</tr>
<tr>
<td>20. Are YOU afraid of being sexually harassed during school-related times (CIRCLE ONE ANSWER ONLY)</td>
<td>Often, Occasionally, Rarely, Never, Not Sure</td>
</tr>
<tr>
<td>21. From what you know, do you think the following happens often, occasionally, rarely, or never in your school or related to your school life? (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH D)</td>
<td>A. Students sexually harassing other students</td>
</tr>
<tr>
<td></td>
<td>B. Teachers and other school employees sexually harassing students</td>
</tr>
<tr>
<td></td>
<td>C. Students sexually harassing teachers and other school employees</td>
</tr>
<tr>
<td></td>
<td>D. Teachers and other school employees sexually harassing each other</td>
</tr>
</tbody>
</table>
22. Thinking about the types of sexual harassment that you may have experienced during your school life, which of the following best describes how you felt right after being harassed, in most cases? (CIRCLE ONE ANSWER ONLY)

I was very upset
I was somewhat upset
I wasn’t very upset
I wasn’t at all upset
Not sure
I have never been harassed

IF YOU HAVE NEVER BEEN SEXUALLY HARASSED, YOU MAY SKIP QUESTIONS 23, 24, 25, AND 26.
23. Has sexual harassment of any type related to your school life ever caused you to... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT A THROUGH T)

A. Have trouble sleeping
   Yes No Not Sure
B. Lose your appetite/not be interested in eating
   Yes No Not Sure
C. Not want to go to school
   Yes No Not Sure
D. Stay home from school or cut a class
   Yes No Not Sure
E. Not talk as much in class
   Yes No Not Sure
F. Stop attending a particular activity or sport
   Yes No Not Sure
G. Find it hard to pay attention in school
   Yes No Not Sure
H. Change your group of friends
   Yes No Not Sure
I. Drop out of a course
   Yes No Not Sure
J. Change the way you come to or go home from school
   Yes No Not Sure
K. Change your seat in a class to get farther away from someone
   Yes No Not Sure
L. Think about changing schools
   Yes No Not Sure
M. Change schools
   Yes No Not Sure
N. Get into trouble with school authorities
   Yes No Not Sure
O. Get someone to protect you
   Yes No Not Sure
P. Find it hard to study
   Yes No Not Sure
Q. Make a lower grade on a test or paper than you think you otherwise would have
   Yes No Not Sure
R. Make a lower grade in class than you think you otherwise would have
   Yes No Not Sure
S. Stay away from particular places in the school or on the school grounds
   Yes No Not Sure
T. Avoid the person that bothered/harassed you in any other way
   Yes No Not Sure
24. Has sexual harassment of any type related to your school life ever caused you to... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH H)

A. Feel self-conscious?  
   Yes  No  Not Sure
B. Feel embarrassed?  
   Yes  No  Not Sure
C. Feel afraid or scared?  
   Yes  No  Not Sure
D. Be less sure of yourself or less confident?  
   Yes  No  Not Sure
E. Feel confused about who you are?  
   Yes  No  Not Sure
F. Doubt whether you have what it takes to graduate from high school?  
   Yes  No  Not Sure
G. Doubt whether you have what it takes to continue your education after high school?  
   Yes  No  Not Sure
H. Doubt whether you can have a happy romantic relationship?  
   Yes  No  Not Sure

25. Has sexual harassment of any type related to your school life ever caused you to feel... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH D)

A. Less popular  
   Yes  No  Not Sure
B. More popular  
   Yes  No  Not Sure
C. Less likely to get a good grade  
   Yes  No  Not Sure
D. More likely to get a good grade  
   Yes  No  Not Sure

26. What grade were YOU in when you first experienced any type of sexual harassment in your school life?  (CIRCLE ONE ANSWER ONLY)

   Before grade 3  Grade 3  Grade 4
   Grade 5  Grade 6  Grade 7
   Grade 8  Grade 9  Grade 10
   Grade 11  Not sure

Again, when you answer the following questions, we’d like you to answer them thinking only about school related times. This means from the time you are on your way to school, like on the bus, while at school and on your way home. It also means while you’re on a school trip or at a school sponsored event such as a ball game or after school activity.
27. During your whole school life, how often, if at all, have YOU done the following things to someone (this could include students, teachers, other school employees or anyone else) when that person did not want you to... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH N)

A. Made sexual comments, jokes, gestures, or looks?
   Often   Occasionally   Rarely   Never   Not sure
B. Showed, gave or left them sexual pictures, photographs, illustrations, messages or notes?
   Often   Occasionally   Rarely   Never   Not sure
C. Wrote sexual messages/graffiti about them on bathroom walls, in locker rooms, etc...?
   Often   Occasionally   Rarely   Never   Not sure
D. Spread sexual rumors about them?
   Often   Occasionally   Rarely   Never   Not sure
E. Said they were gay?
   Often   Occasionally   Rarely   Never   Not sure
F. Spied on them as they dressed or showered at school?
   Often   Occasionally   Rarely   Never   Not sure
G. Flashed or “mooned” them?
   Often   Occasionally   Rarely   Never   Not sure
H. Touched, grabbed, or pinched them in a sexual way?
   Often   Occasionally   Rarely   Never   Not sure
I. Intentionally brushed up against them in a sexual way?
   Often   Occasionally   Rarely   Never   Not sure
J. Pulled at their clothing in a sexual way?
   Often   Occasionally   Rarely   Never   Not sure
K. Pulled off or down their clothing?
   Often    Occasionally    Rarely    Never    Not sure
L. Blocked their way or cornered them in a sexual way?
   Often    Occasionally    Rarely    Never    Not sure
M. Forced them to kiss you?
   Often    Occasionally    Rarely    Never    Not sure
N. Forced them to do something sexual, other than kissing?
   Often    Occasionally    Rarely    Never    Not sure

IF YOU ANSWERED NEVER TO EVERY PART OF QUESTION 27 SKIP QUESTIONS 28 AND 29.

28. From the parts of question 27 that you gave a response other than never, have YOU ever done that to...
   (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH C)
   A. A student the same sex as you    Yes    No    Not Sure
   B. A student who is the other sex    Yes    No    Not Sure
   C. A teacher or other school employee    Yes    No    Not Sure

29. From the parts of question 27 that you gave a response other than never, do the following reasons describe why you participated in your actions from question 27?
   (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH F)
   A. It’s just part of school life/a lot of people do it/it’s no big deal    Yes    No    Not Sure
   B. I wanted that person to think I had some sort of power over them    Yes    No    Not Sure
   C. I wanted something from that person    Yes    No    Not Sure
   D. My friends encouraged me/“pushed” me into doing it    Yes    No    Not Sure
   E. I thought the person liked it    Yes    No    Not Sure
   F. I wanted a date with the person    Yes    No    Not Sure
Appendix B

JSO Questionnaire
JSO Questionnaire

1. Was the first page understandable?  Yes No
2. Were page two's instructions understandable?  Yes No
3. Did you have any difficulty with the questions on page three?  Yes No
4. Did you have any difficulty on questions six and seven as far as thinking of only school times?  Yes No
5. What did you think of when question eight asked if you knew what sexual harassment is?
6. Did question nine give adequate detail?  Yes No
   If no, what would you ask?
7. Did you know what sexual harassment was prior to reading the definition of sexual harassment listed above item ten?  Yes No
8. If you did know what sexual harassment was prior to reading the definition was the definition consistent with your understanding of what sexual harassment is?  Yes No
9. How does your definition of sexual harassment differ from the one listed above question ten?
10. How would you ask question eleven differently?
11. Was question twelve difficult due to thinking of school-related time only?  
   Yes  No

12. Were there other sexual harassment issues toward you that you thought of that were not listed in question thirteen?  
   Yes  No

   If yes what were they?

13. Would you add anything to question fourteen?  
   Yes  No

   If yes, what?

14. Would you add anyone that was not listed in question fifteen?  
   Yes  No

   If yes, who?

15. Was there any location not listed that you would have listed in question sixteen?  
   Yes  No

   If yes, where?

16. Was there anyone you thought of not listed in question seventeen?  
   Yes  No

   If yes, who?

17. Was there anything you thought of not listed in question eighteen that had been done to you?  
   Yes  No

   If yes, what?

18. Was there anyone that you thought of not listed in question twenty?  
   Yes  No

   If yes, who?

19. Was there somewhere else you thought of not listed in question twenty-one?  
   Yes  No

   If yes, where?

20. Was there someone you had told not listed in question twenty-two?  
   Yes  No

   If yes, who?

21. If you could answer anything you wanted to question twenty-three what would it be?
22. Was there anything sexual harassment caused a problem with at school for you that was not listed? Yes No If yes, what? ________________________________

23. Did sexual harassment make you feel anything that was not listed in question twenty-five? Yes No If yes, what? ________________________________

24. Was there any other sexual harassment behavior not listed in question twenty-eight that you had engaged in? Yes No If yes, what? ________________________________

25. Was there something you thought of in question thirty that was not listed? Yes No If yes, what? ________________________________
Appendix C

JSO Interview
JSO Interview

1. Do you see a difference between sexual harassment and sexual offending and if so what is the difference?

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

2. What would you change about this survey so that we can better understand your experiences with sexual harassment?

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

3. What would you change in how this survey was presented?

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________
4. Would you have been helped if given instruction on what was appropriate sexual behavior towards others while at school and elsewhere?
Appendix D

Expert Reviewer Questionnaire
Expert Reviewer Questionnaire

When examining this survey please keep in mind what the purpose of the survey is and that your opinion may help to decide its validity. This survey is an edited version of the one distributed by The American Association of University Women in 1993 and 2001 to thousands of middle and high school students across the nation. The results of the survey have been quoted in many articles as the definitive survey on sexual harassment in the school environment. Permission was given from the AAUW for this survey to be given to a juvenile sexual offender (JSO) population. If used, this survey will be part of a Graduate Thesis by Dan Belding of Western Kentucky University under the supervision of Dr. Elizabeth Jones. Please keep in mind as you read this survey that these questions are explicitly concerned with the school setting and sexual harassment. The results of the juvenile sexual offenders' responses will be compared to those of the general adolescent population. Please answer the following questions with your experience, knowledge and familiarity with regard to the JSO population.

1. Would the responses to this survey give any insight as to the thinking of a JSO toward sexual harassment that may be beneficial in identifying different patterns of actions?
   Yes  No

Comments:
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
2. Does this survey ask the correct questions about sexual harassment that would be relevant to the JSO population? 
   Yes  No

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Does the definition of sexual harassment used in this survey (see question 10) overlap with the definition of a juvenile sexual offense?  Yes  No

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. In your opinion are the following questions from the survey appropriate questions to ask when attempting to learn about JSO experiences with sexual harassment at school?

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Question 25 YES NO NEEDS REVISING (IF SO HOW)

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Question 28 YES NO NEEDS REVISING (IF SO HOW)

Question 29 YES NO NEEDS REVISING (IF SO HOW)

Question 30 YES NO NEEDS REVISING (IF SO HOW)

Please attach any other comments or remarks you may have about the use of this survey and thank you for your time and cooperation.
Appendix E

Expert Reviewer Interview
Expert Reviewer Interview

Gender of professional:  m  f
Race of professional:  c  aa  h  na  as  other__________
Age of professional:  _____
Highest degree held:  ________
Certification in what fields:  _______________________
Years experience in sexual offender field:  _____
Years experience in current setting:  _____
Current setting:  ________________________________
What other settings:  ____________________________

1. What other questions about sexual harassment in the schools would you ask?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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2. Does the survey distinguish the primary difference between sexual harassment and sexual offending behaviors in adolescents?

________________________________________________________________________
________________________________________________________________________
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3. From your experience working with JSOs, do you think that this population perceives a difference between sexual harassment and sexual offending behavior?

4. Do you see a relationship between the grooming behaviors of a JSO and the sexual harassment that is being reported by students in schools?

5. The survey conducted by the AAUW reported eighty-one percent of middle and high school students experienced some form of sexual harassment and that fifty-eight percent experienced physical sexual harassment. Would you expect the reporting of the JSOs to be similar or different from these numbers and why?
Appendix F

Information Letter

Parental Consent Form

Assent Form

Expert Reviewer Consent Form

Human Subjects Review Board Approval
Dear Parent or Guardian,

Your son has been invited to participate in a research study about sexual harassment in the schools. This study will be completed by Dan Belding, School Psychology Intern, along with Dr. Libby Jones, Associate professor of Psychology at Western Kentucky University. This study is the graduate thesis of Mr. Belding. Results of this study may be used to validate the use of a survey for the study of sexual harassment in the schools.

This study will be done in conjunction with staff at your son’s program. A time will be set up for them to complete a survey, answer a questionnaire about the survey and then be interviewed by Mr. Belding. This process should take about ninety minutes. Your son’s name will not be used on any of the forms. Your son’s answers will then be compared to those of other children.

Participation in this survey will have no effect on your son’s current program or length of program. If you agree for your son to participate in the study your son will be asked whether he agrees to participate. He does not have to participate and will be told that by Mr. Belding. If your son decides at any time not to participate he may decline to do so at any time and have no consequences for his decision. Being able to decline will be explained to him by Mr. Belding with a staff member from your son’s program in the room so there is no misunderstanding.

This study has been reviewed and approved by the Western Kentucky University Committee for the Protection of Human Research Participants. If you have any questions about the study you may call Dan Belding, School psychology Intern at Barren County Schools at 270-678-9475 or Dr. Libby Jones, Committee Chairperson for this project at 270-745-4414.

Thanks for your time and help.

Sincerely,

Dan Belding
School Psychology Intern
Parental Consent Form

Child’s name: ___________________________________ Date of birth: _______________________

Therapist’s name: ________________________________________________________________

Please mark “yes” or “no” and return this form in the enclosed self-addressed stamped envelope so that Mr. Belding will know of your decision.

() “Yes” I have read the information provided about Mr. Belding and Dr. Jones’ study and give my consent for my son to participate in the study conducted by Mr. Belding.

() “No” I do not give my consent for my son to participate in the study.

Parent/Guardian’s signature: ______________________________________________________
Date: ______________________
INFORMED ASSENT

I, ____________________________, understand that my parents (mom and dad) or legal guardian have given permission (said it's okay) for me to take part in a project about sexual harassment under the direction of Daniel Belding.

I am taking part because I want to. I have been told that I can stop at any time I want to and nothing will happen to me if I want to stop. I have also been told that my participation and responses will have no effect on the length or conditions of my treatment.

Signature ____________________________  Date ________________

Witness ____________________________
INFORMED CONSENT
(Expert)

Dear Juvenile Sexual Offender Professional,

You are being invited to participate in a research project to validate the use of a sexual harassment survey with juvenile sexual offenders. The project title is Content Validation of the AAUW Sexual Harassment Survey for use with Juvenile Sexual offenders. The research is being conducted by Daniel P. Belding, School Psychology Intern at Western Kentucky University (270-646-5390) under the supervision of Elizabeth Jones Ph.D 270-745-4414. The university requires that you give your signed agreement to participate in this project. Please read the following explanation of the project and if you decide to participate please sign on the signature line on the last page and return the form to Mr. Belding. Please forward any questions or concerns to Mr. Belding to assist in your decision for participation.

1. **Nature and Purpose of the Project:** This purpose of this project is to validate the use of the survey by the American Association of University Women (AAUW) on sexual harassment in the schools for research with juvenile sexual offenders.

2. **Explanation of Procedures:** You will be asked to complete a survey and then be asked to comment on the questions. His answers will then be used to revise and update the instrument for future use.

3. **Discomfort and Risks:** No discomfort or risks are known of at this time except for the time it will take to complete the survey and interview.

4. **Benefits:** This research may help in understanding the complexities of sexual harassment in the schools as well as how juvenile sexual offenders relate to this subject. This may lead to further study to help identify and treat juvenile sexual offenders in a more beneficial way.

5. **Confidentiality:** The forms that contain the information will not contain names. A number will be assigned to your son which will be kept in a locked file within the University and that number will be on all forms except the consent and assent forms which will be kept in a locked file.

6. **Refusal/Withdrawal:** You or your son can refuse participation at anytime and no consequence will occur. If upon completion you or your son decides to withdrawal all documentation will be destroyed. No individual information will be discussed with your son’s treatment team.
Refusal to participate in this study will have no effect on any future services you may be entitled to from the University or the program from which your child is receiving services. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Signature ___________________________ Date ________________
Witness ___________________________ Date ________________

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY THE WESTERN KENTUCKY UNIVERSITY HUMAN SUBJECTS REVIEW BOARD

Dr. Phillip E. Myers, Human Protections Administrator
TELEPHONE: (270) 745-4652
In future correspondence please refer to HS03-005, August 21, 2002

Daniel Belding
8360 Finney Road
Glasgow, KY 42141

Dear Daniel:

Your research project, “Content Validation of the AAUW Sexual Harassment Survey for use with Juvenile Sexual Offenders,” was reviewed by the HSRB and it has been determined that risks to subjects are: (1) minimized and reasonable; and that (2) research procedures are consistent with a sound research design and do not expose the subjects to unnecessary risk. Reviewers determined that: (1) benefits to subjects are considered along with the importance of the topic and that outcomes are reasonable; (2) selection of subjects is equitable; and (3) the purposes of the research and the research setting is amenable to subjects’ welfare and producing desired outcomes; that indications of coercion or prejudice are absent, and that participation is clearly voluntary.

1. In addition, the IRB found that: (1) signed informed consent will be obtained from all subjects. (2) Provision is made for collecting, using and storing data in a manner that protects the safety and privacy of the subjects and the confidentiality of the data. (3) Appropriate safeguards are included to protect the rights and welfare of the subjects.

   a. Your research therefore meets the criteria of Full Board Review and is Approved.

2. Please note that the institution is not responsible for any actions regarding this protocol before approval. If you expand the project at a later date to use other instruments please re-apply. Copies of your request for human subjects review, your application, and this approval, are maintained in the Office of Sponsored Programs at the above address. Please report any changes to this approved protocol to this office. A Continuing Review protocol will be sent to you in the future to determine the status of the project.

Sincerely,

Phillip E. Myers, Ph.D.
Director, OSP and
Human Protections Administrator

c: Human Subjects File Belding 03-005

HSA Approval Belding HS03-005 R
Appendix G

Revised Student Survey
Thank you for taking part in this important study. This survey is being conducted to help us learn more about the experiences of students.

As you will notice as you fill out this questionnaire, many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you have experienced. This is not a test; there are no right or wrong answers. Again, please be as honest as you can in answering the following questions.

As you notice, we are not asking for you name and, as a result, all of your answers will be totally anonymous. After you finish your questionnaire, please place your questionnaire in the envelope provided, seal the envelope, and give it to the person who administered the test.

This survey was adapted from a survey compiled by Harris Interactive INC for the American Association of University Women. Permission was obtained for the use of this survey.
The questionnaire is easy to fill out.

1. Simply circle the number that corresponds with your answer. On a few questions, you may be asked to write out your answer - a few lines will be provided to let you do this.

Example:

What is your favorite season of the year? (CIRCLE ONE ANSWER ONLY)

Spring    Summer    Fall    Winter    Not Sure

2. Other questions will ask you to answer a series of questions.

Example:

Do you go to school during the... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH D)

A. Spring         Yes      No       Not Sure
B. Summer         Yes      No       Not Sure
C. Fall           Yes      No       Not Sure
D. Winter         Yes      No       Not Sure

3. In case you change your mind make sure you erase the wrong answer completely or mark through it.

4. Please do not talk over your answers with others.

5. At the end, place your questionnaire in the envelope, seal it, and give it to the interviewer.

In advance, thank you very much for your cooperation and help!
Student Survey

1. How old are you? ____________

2. What grade of school are you in? ____________

3. Are you...? (CIRCLE ONE ANSWER ONLY)

White  Black or African American  American Indian or Alaskan Native
Asian  Hispanic  Not Sure
Decline to Answer  Something Else (WRITE ANSWER BELOW)

4. From what you know, what is the last grade or level of school your father or male guardian completed? (CIRCLE ONE ANSWER ONLY)

- Less than high school
- High school graduate
- Some college
- College graduate
- Post Graduate (like a master’s or law degree)
- I don’t have a father or male guardian
- Not sure

5. From what you know what is the last grade or level of school your mother or female guardian completed? (CIRCLE ONE ANSWER ONLY)

- Less than high school
- High school graduate
- Some college
- College graduate
- Post Graduate (like a master’s or law degree)
- I don’t have a mother or female guardian
- Not sure
When you answer the following questions, we’d like you to answer them thinking only about school related times. This means from the time you are on your way to school, like on the bus, while at school and on your way home. It also means while you’re on a school trip or at a school sponsored event such as a ball game or after school activity.

6. How often are you afraid that someone will hurt or bother you at school? (CIRCLE ONE ANSWER ONLY)
   Most of the time  Sometimes  Almost never
   Never  Not sure

7. How often do you feel afraid that someone will hurt or bother you on the way to school or on the way home? (CIRCLE ONE ANSWER ONLY)
   Most of the time  Sometimes  Almost never
   Never  Not sure

8. During your whole school life how often, if at all, has anyone (this includes students, teacher, other school employees, or anyone else) done the following things to YOU when you did not want them to? (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH G)
   A. Made sexual comments, jokes, gestures, or looks?
      Often  Occasionally  Rarely  Never  Not sure
   B. Showed, gave or left you sexual pictures, photographs, illustrations, messages or notes?
      Often  Occasionally  Rarely  Never  Not sure
   C. Wrote sexual messages/graffiti about you on bathroom walls, locker rooms, etc?
      Often  Occasionally  Rarely  Never  Not sure
   D. Spread sexual rumors about you?
      Often  Occasionally  Rarely  Never  Not sure
   E. Said you were gay?
      Often  Occasionally  Rarely  Never  Not sure
   F. Spied on you as you dressed or showered at school?
      Often  Occasionally  Rarely  Never  Not sure
   G. Flashed or “mooned” you?
      Often  Occasionally  Rarely  Never  Not sure

IF YOU ANSWERED NEVER TO EVERY SECTION IN QUESTION 8 SKIP QUESTIONS 9, 10, 11 AND 12.
9. Thinking about the incidents in question 8 that you may have experienced during your school life, was it done by... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH E)

| A. One person (a male)                  | Yes | No | Not Sure |
| B. One person (a female)               | Yes | No | Not Sure |
| C. More than one person (all males)    | Yes | No | Not Sure |
| D. More than one person (all females)  | Yes | No | Not Sure |
| E. More than one person (both males and females) | Yes | No | Not Sure |

10. Thinking about the incidents in question 8 that you may have experienced during your school life, was it done by... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH L)

| A. A student                            | Yes | No | Not Sure |
| B. A former student                     | Yes | No | Not Sure |
| C. A teacher                            | Yes | No | Not Sure |
| D. A teacher’s aide                     | Yes | No | Not Sure |
| E. A principal                          | Yes | No | Not Sure |
| F. A counselor                          | Yes | No | Not Sure |
| G. A coach                              | Yes | No | Not Sure |
| H. A substitute teacher                 | Yes | No | Not Sure |
| I. A security guard                     | Yes | No | Not Sure |
| J. A bus driver                         | Yes | No | Not Sure |
| K. Another school employee              | Yes | No | Not Sure |
| L. Someone else                         | Yes | No | Not Sure |

11. Thinking about the incidents in question 8 that you have experienced during your school life, did it ever happen... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH M)

| A. In a classroom                       | Yes | No | Not Sure |
| B. In the hall                          | Yes | No | Not Sure |
| C. In the gym, playing field, or pool area | Yes | No | Not Sure |
| D. In the cafeteria                     | Yes | No | Not Sure |
| E. In the locker room area              | Yes | No | Not Sure |
| F. In the restroom                      | Yes | No | Not Sure |
| G. In the parking lot                   | Yes | No | Not Sure |
| H. Outside the school, on school grounds (other than the parking lot) | Yes | No | Not Sure |
| F. On public transportation on the way to school or on the way home | Yes | No | Not Sure |
| G. On school transportation on the way to school, on the way home or on a school trip. | Yes | No | Not Sure |
| H. At a field trip location, including another school for away games | Yes | No | Not Sure |
| L. In the driver’s education car        | Yes | No | Not Sure |
| M. In the bandroom or music room        | Yes | No | Not Sure |
12. Thinking about the incidents in Question 8 that you have experienced during your school life, whom, if anyone did you tell about it/these instances? Did you tell... *(CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH F)*

A. A friend
   Yes  No  Not Sure
B. A parent or family member
   Yes  No  Not Sure
C. A teacher
   Yes  No  Not Sure
D. A school employee
   (other than a teacher)
   Yes  No  Not Sure
E. Someone else
   Yes  No  Not Sure
F. No one
   Yes  No  Not Sure

13. During your whole school life, how often, if at all, has anyone (this includes students, teachers, other school employees, or anyone else) done the following things to YOU when you did not want them to... *(CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH H)*

A. Touched, grabbed or pinched you in a sexual way?
   Often  Occasionally  Rarely  Never  Not sure
B. Intentionally brushed up against you in a sexual way?
   Often  Occasionally  Rarely  Never  Not sure
C. Pulled at your clothing in a sexual way?
   Often  Occasionally  Rarely  Never  Not sure
D. Pulled off or down your clothing?
   Often  Occasionally  Rarely  Never  Not sure
E. Blocked your way or cornered you in a sexual way?
   Often  Occasionally  Rarely  Never  Not sure
F. Forced you to kiss him/her?
   Often  Occasionally  Rarely  Never  Not sure
G. Forced you to do something sexual other than kissing?
   Often  Occasionally  Rarely  Never  Not sure
H. Showed their underwear to you in a sexual way?
   Often  Occasionally  Rarely  Never  Not sure

**** IF YOU ANSWERED NEVER OR NOT SURE TO EVERY PART OF QUESTION 13 SKIP QUESTIONS 14, 15, 16 and 17.****

14. Thinking about the incidents in question 13 that you have experienced during your school life, was it ever done by... *(CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH E)*

A. One person (a male)
   Yes  No  Not Sure
B. One person (a female)
   Yes  No  Not Sure
C. More than one person (all males)
   Yes  No  Not Sure
D. More than one person (all females)
   Yes  No  Not Sure
E. More than one person (both males and females)
   Yes  No  Not Sure
15. Thinking about the incidents in question 13 that you have experienced during your school life, was it done by... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT A THROUGH L)

A. A student  
B. A former student  
C. A teacher  
D. A teacher’s aide  
E. A principal  
F. A counselor  
G. A coach  
H. A substitute teacher  
I. A security guard  
J. A bus driver  
K. Another school employee  
L. Someone else

16. Thinking about the incidents in question 13 that you have experienced during your school life, did it ever happen... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT A THROUGH P)

A. In a classroom  
B. In the hall  
C. In the gym, playing field, or pool area  
D. In the cafeteria  
E. In the locker room area  
F. In the restroom  
G. In the parking lot  
H. Outside the school, on school grounds (other than the parking lot)  
I. On public transportation on the way to school or on the way home  
J. On school transportation on the way to school, on the way home or on a school trip.  
K. At a field trip location, including another school for away games.  
L. In the driver’s education car

17. Thinking about the incidents in question 13 that you have experienced during your school life, who, if anyone did you tell about it/these instances? Did you tell... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT A THROUGH F)

A. A friend  
B. A parent or family member  
C. A teacher  
D. A school employee (other than a teacher)  
E. Someone else  
F. No one

18. Do you know what “sexual harassment is?” (CIRCLE ONE ANSWER ONLY)

Yes  No  Not sure
When answering the next questions use the following information: Sexual harassment is defined as asking for sexual favors in return for something, or creating an offensive atmosphere that is consistent and severe, or using sexual favoritism to make decisions that affect the individual. Examples might include offering money if someone would kiss you, making sexual comments towards someone, or saying you will vote for them for homecoming king/queen if they will go out with you. Sexual harassment is not behaviors that you like or want (for example wanted kissing, touching, or flirting.)

19. Keeping in mind the definition of sexual harassment in mind, do you think there is a lot; only a little; or not any sexual harassment in your school or related to your school life. (CIRCLE ONE ANSWER ONLY)

<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Some, but not a lot</th>
<th>Only a little</th>
<th>Not any</th>
<th>Not sure</th>
</tr>
</thead>
</table>

20. Are YOU afraid of being sexually harassed during school-related times (CIRCLE ONE ANSWER ONLY)

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
<th>Not Sure</th>
</tr>
</thead>
</table>

21. From what you know, do you think the following happens often, occasionally, rarely, or never in your school or related to your school life? (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH D)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students sexually harassing other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Teachers and other school employees sexually harassing students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Students sexually harassing teachers and other school employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Teachers and other school employees sexually harassing each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IF YOU HAVE NEVER BEEN SEXUALLY HARASSED, YOU MAY SKIP QUESTIONS 22, 23, 24, 25, AND 26.

22. Thinking about the types of sexual harassment that you may have experienced during your school life, which of the following best describes how you felt right after being harassed, in most cases? (CIRCLE ONE ANSWER ONLY IN EACH COLUMN)

<table>
<thead>
<tr>
<th>Feeling</th>
<th>I was very upset</th>
<th>I was somewhat upset</th>
<th>I wasn’t very upset</th>
<th>I wasn’t at all upset</th>
<th>Not sure</th>
<th>I was somewhat happy</th>
<th>I was very happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was very scared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was somewhat scared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wasn’t very scared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wasn’t scared at all</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not sure</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was somewhat at ease</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was very at ease</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
23. Has sexual harassment of any type related to your school life ever caused you to...? (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH U)

A. Have trouble sleeping Yes No Not Sure
B. Lose your appetite/not be interested in eating Yes No Not Sure
C. Not want to go to school Yes No Not Sure
D. Stay home from school or cut a class Yes No Not Sure
E. Not talk as much in class Yes No Not Sure
F. Stop attending a particular activity or sport Yes No Not Sure
G. Find it hard to pay attention in school Yes No Not Sure
H. Change your group of friends Yes No Not Sure
I. Drop out of a course Yes No Not Sure
J. Change the way you come to or go home from school Yes No Not Sure
K. Change your seat in a class to get farther away from someone Yes No Not Sure
L. Think about changing schools Yes No Not Sure
M. Change schools Yes No Not Sure
N. Get into trouble with school authorities Yes No Not Sure
O. Get someone to protect you Yes No Not Sure
P. Find it hard to study Yes No Not Sure
Q. Make a lower grade on a test or paper than you think you otherwise would have Yes No Not Sure
R. Make a lower grade in class than you think you otherwise would have Yes No Not Sure
S. Stay away from particular places in the school or on the school grounds Yes No Not Sure
T. Avoid the person that bothered/harassed you in any other way Yes No Not Sure
U. Made you feel depressed Yes No Not Sure

24. Has sexual harassment of any type related to your school life ever caused you to...? (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH D)

A. Feel self-conscious? Yes No Not Sure
B. Feel embarrassed? Yes No Not Sure
C. Feel afraid or scared? Yes No Not Sure
D. Be less sure of yourself or less confident? Yes No Not Sure
E. Feel confused about who you are? Yes No Not Sure
F. Doubt whether you have what it takes to graduate from high school? Yes No Not Sure
G. Doubt whether you have what it takes to continue your education after high school? Yes No Not Sure
H. Doubt whether you can have a happy romantic relationship? Yes No Not Sure

25. Has sexual harassment of any type related to your school life ever caused you to feel...? (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH D)

A. Less popular Yes No Not Sure
B. More popular Yes No Not Sure
C. Less likely to get a good grade Yes No Not Sure
D. More likely to get a good grade Yes No Not Sure
26. What grade were YOU in when you first experienced any type of sexual harassment in your school life?  (CIRCLE ONE ANSWER ONLY)

- Before grade 3
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Not sure

27. Have you ever had sexual contact with...?

A. Someone your age of the opposite sex?  Yes  No
B. Someone your age of the same sex?  Yes  No
C. Someone more than four years younger than you?  Yes  No
D. Someone more than four years older than you?  Yes  No

Again, when you answer the following questions, we'd like you to answer them thinking only about school related times. This means from the time you are on your way to school, like on the bus, while at school and on your way home. It also means while you're on a school trip or at a school sponsored event such as a ball game or after school activity.

28. During your whole school life, how often, if at all, have YOU done the following things to someone (this could include students, teachers, other school employees or anyone else) when that person did not want you to... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT - A THROUGH N)

A. Made sexual comments, jokes, gestures, or looks?
   - Often  Occasionally  Rarely  Never  Not sure

B. Showed, gave or left them sexual pictures, photographs, illustrations, messages or notes?
   - Often  Occasionally  Rarely  Never  Not sure

C. Wrote sexual messages/graffiti about them on bathroom walls, in locker rooms, etc...?
   - Often  Occasionally  Rarely  Never  Not sure

D. Spread sexual rumors about them?
   - Often  Occasionally  Rarely  Never  Not sure

E. Said they were gay?
   - Often  Occasionally  Rarely  Never  Not sure

F. Spied on them as they dressed or showered at school?
   - Often  Occasionally  Rarely  Never  Not sure

G. Touched, grabbed, or pinched them in a sexual way?
   - Often  Occasionally  Rarely  Never  Not sure
H. Intentionally brushed up against them in a sexual way?  
   Often Occasionally Rarely Never Not sure  
I. Pulled at their clothing in a sexual way?  
   Often Occasionally Rarely Never Not sure  
J. Pulled off or down their clothing?  
   Often Occasionally Rarely Never Not sure  
K. Blocked their way or cornered them in a sexual way?  
   Often Occasionally Rarely Never Not sure  
L. Forced them to kiss you?  
   Often Occasionally Rarely Never Not sure  
M. Forced them to do something sexual, other than kissing?  
   Often Occasionally Rarely Never Not sure  

IF YOU ANSWERED NEVER OR NOT SURE TO EVERY PART OF QUESTION 28 YOU ARE FINISHED. THANK YOU FOR YOUR PARTICIPATION.

29. Question 28 asked if you had done one of several things to another student. From the parts of question 28 that you gave a response of often, occasionally or rarely to, have YOU ever done that to... (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH C)  
   A. A student the same sex as you Yes No Not Sure  
   B. A student who is the other sex Yes No Not Sure  
   C. A teacher or other school employee Yes No Not Sure  

30. Question 28 asked if you had done one of several things to another student. From the parts of question 28 that you gave a response of often, occasionally or rarely to, do the following reasons describe why you participated in your actions from question 28? (CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT-A THROUGH H)  
   A. It’s just part of school life/a lot of people do it/it’s no big deal Yes No Not Sure  
   B. I wanted that person to think I had some sort of power over them Yes No Not Sure  
   C. I wanted something from that person Yes No Not Sure  
   D. My friends encouraged me/“pushed” me into doing it Yes No Not Sure  
   E. I thought the person liked it Yes No Not Sure  
   F. I wanted a date with the person Yes No Not Sure  
   G. I was jealous and wanted to get them Back Yes No Not Sure  
   H. I wanted sexual pleasure Yes No Not Sure
31. Who did you learn the behavior from that you marked often, occasionally or rarely to in question 28?

A. Friends
B. Other students
C. Movies/TV
D. A relative
E. Someone Else
F. No one

32. Question 28 asked if you had done one of several things to another student. From the parts of question 28 that you gave a response of often, occasionally or rarely to, did you...? (Circle all that apply)

A. Fantasize about the behavior before you did it
B. Plan the behavior before you did it
C. Dream about the behavior before you did it
D. Just did it without thinking

33. Question 28 asked if you had done one of several things to another student. From the parts of question 28 that you gave a response of often, occasionally or rarely to, did you use any of the following...? (Circle all that apply)

A. Offer the person something to get them to go somewhere before you did the behavior
B. Trick them into being alone
C. Make sure only your friends were around
D. Just do it wherever they were at no matter who was around

34. Question 28 asked if you had done one of several things to another student. From the parts of question 28 that you gave a response of often, occasionally or rarely to, did you feel...? (Circle all that apply)

A. Scared
B. Embarrassed
C. Sexually Excited
D. Brave
E. Manly
F. Same as usual

35. Question 28 asked if you had done one of several things to another student. From the parts of question 28 that you gave a response of often, occasionally or rarely to, how did the person you did the action to react? (Circle all that apply)

A. Mad
B. Sad
C. Embarrassed
D. Excited
E. Same as usual
F. I didn’t notice
36. Question 28 asked if you had done one of several things to another student. From the parts of question 28 that you gave a response of often, occasionally or rarely to, how did you feel when you saw the other person’s reaction? [circle all that apply]

A. Powerful
B. Sad
C. Embarrassed
D. Sexually Excited
E. Happy
F. Same as Usual

37. Question 28 asked if you had done one of several things to another student. From the parts of question 28 that you gave a response of often, occasionally or rarely to, have you ever had sexual contact with the person you thought of when answering that question?

Yes       No

38. Have you done the behavior you marked often, occasionally or rarely to in question 28 to more than one other student?

Yes       No

39. Have you done the behavior you marked often, occasionally or rarely to in question 28 more than once to the same student?

Yes       No

Skip question 40 if you marked no to questions 38 and 39.

40. If you answered yes to either of the previous questions why not stop the behavior? [circle all that apply]

A. It felt too good
B. The person wanted me to keep doing it
C. I didn’t get caught
D. It is what everybody does
E. My friends expect me to do it

THANK YOU FOR YOUR PARTICIPATION